THE IMPORTANCE OF LEARNING OBJECTIVES
& WRITING LEARNING OBJECTIVES

THE IMPORTANCE OF LEARNING OBJECTIVES

1. Shows the practice educator that you have given thoughtful preparation to your learning needs in the practice placement.

2. Shows the practice educator what you consider are the most important aspects of occupational therapy to focus on to progress your competence.

3. Gives a structure to learning opportunities you should seek/source to maximise your competency development.

4. Guides self-management of learning opportunities on placement.

5. Guides self-assessment of your learning: Did you achieve what you set out to achieve?

6. Develops lifelong learning skills that are required of all health care practitioners.

SETTING LEARNING OBJECTIVES

The principle of setting learning objectives is to clarify your learning needs for the practice educator, so that appropriate learning opportunities can be planned or included on the practice placement. Therefore, the setting of learning objectives is not a process to be completed without due thought and preparation by the student.
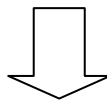
The process of setting learning objectives includes the following steps:

Think

Begin with the end in mind:
Use the *Occupational Therapy Competency Evidencing Matrix (OTCEM)*

The goal of practice education is to demonstrate competence at EACH STEP of the
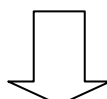*Occupational Therapy Practice Process*

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Reflect & Analyse

What have I achieved already?

Self-assess based on feedback
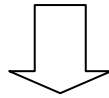
Use the OTCEM as a guide

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Interpret & Plan

What do I need to focus on?

Now you need to prioritise: What are the most important areas
that you need to work on to develop your competence?

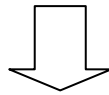Make a list of practice areas

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Realistic & Specific

To what standard do I need to demonstrate this?

In what context do I need to learn/develop my skills?

Are they realistic to the setting/context?

⬇

Measurable

Am I clear on how I will be measured against the standard?

WRITING LEARNING OBJECTIVES

"An *objective* is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended *result* of instruction, rather than the *process* of instruction itself" (Mager, 1984, p.5.).

Mager (1984) proposed the A B C D approach to writing learning objectives:

Audience: The 'who'. Your objectives had better say what you, the student, will be able to do.
For example: I will...

Behaviour: An objective always says what you expect to be able to '*do'*. The objective sometimes describes the product or result of the doing. Ask yourself, what is the *'do'* I need to demonstrate to achieve the objective?
For example: I will use appropriate communication when completing an initial interview, including articulating the results of the interview to the client and to others (carer, practice educator, team, colleagues).

Condition: An objective always describes the important conditions (if any) under which the performance is to occur.
For example: I will use appropriate communication when completing an initial interview, including articulating the results of the interview to the client and to others   (carer, practice educator, team, colleagues). This will be completed with a variety of clients of differing ages, medical conditions and with at least one person where English is their second language or from a culturally different background to my own.

Degree: Wherever possible, an objective describes the criterion of acceptable performance by describing how well you intend to perform in order to be considered acceptable.
For example: I will use appropriate communication when completing an initial interview, including articulating the results of the interview to the client and to others (carer, practice educator, team, colleagues). This will be completed with a variety of clients of differing ages, medical conditions and with at least one person where English is their second language or from a culturally different background to my own **with supervision and guidance** (**Consolidating** level).

OR

Audience:	I will
Behaviour:	Use appropriate communication when planning and leading on an initial interview, including articulating the results of the interview to the client and to others (carer, practice educator, team, colleagues).
Condition:	With a variety of clients of differing ages, medical conditions, cultural backgrounds, languages or socio-economic status.
Degree:	To practice standard (**Competent to Graduate** level).

Therefore, your learning objective is:

I will use appropriate communication when planning and leading on an initial interview, including articulating the results of the interview to the client and to others (carer, practice educator, team, colleagues) with a variety of clients of differing ages, medical conditions, cultural backgrounds, languages or socio-economic status to practice standard.

BLOOMS REVISED TAXONOMY (Anderson & Krathwohl, 2001)

This is a taxonomy of cognitive behaviours that can relate to developing competence.

LEARNING OBJECTIVE DOMAINS:

There are three learning objective domains:

1. Cognitive (knowing): Knowledge, reasoning, problem solving

2. Psychomotor (doing): communicating, documenting, assessing

3. Affective (feeling): shows sensitivity

In the example above, the domain is doing, communicating and assessing.
Try and use the **A B C D** approach with other domains used in the OTCEM.

Consider Blooms Taxonomy when writing learning objectives to ensure they are:

- Demonstrable in a tangible way

- Achievable in the time frame

- Describe essential learning

- Are of the level appropriate to your competency development

## BLOOM'S REVISED TAXONOMY & THE 3 COMPETENCY DEVELOPMENT LEVELS

Higher Order Thinking

Creating

Generating new ideas, products, or ways of viewing things

Designing, constructing, planning, producing, inventing

Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging

Competent to Graduate

Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Consolidating

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Emerging

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding

USING BLOOMS TAXONOMY: VERBS FOR LEARNING OBJECTIVES

Bloom Level	Definition	Verbs Applicable to Learning Objectives
Create	Reorganise elements into a new pattern, structure or purpose (generate, plan, produce, forecast, develop, invent, improve, prepare). Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, remixing, wiki-ing, publishing, video-casting, podcasting, directing/producing.	Designing Constructing Planning Producing Inventing Devising Making
Evaluate/Evaluation	Come to a conclusion about something based in standards or criteria (checking, critiquing, judging, conclude, appraise, prioritise, evaluate). Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, blog/vlog-commenting, reviewing, posting, moderating, collaborating, networking.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, analyses discriminates, evaluates, interprets, justifies.
Analyse	Distinguish difference, subdivide content into meaningful parts and relate the parts (differentiating, organising, attributing, inspect, categorise, contrast). Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, mashing, linking, tagging, validating.	Comparing Organising Deconstructing Attributing Outlining Finding Structuring Integrating
Apply	Use procedures to solve problems or complete tasks (execute, implement, translate, calculate, solve, demonstrate, adapt, practice, construct). Implementing, carrying out, completing, using, executing, sharing, editing.	Implementing Carrying out Using Executing
Understand	Construct new meaning by mixing new material with existing ideas (interprets, exemplify, classify, summarise, infer, compare, explain, paraphrase). Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, blog journaling, twittering, categorizing, commenting, annotating.	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining
Remember	Retrieve pertinent facts from long-term memory (recognise, recall, describe, list, name, identify, recognise). Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, bullet pointing, highlighting, bookmarking, social networking, social bookmarking/local bookmarking.	Recognising Listing Describing Identifying Retrieving Naming Locating Finding

Competent to Graduate

Consolidating

Emerging
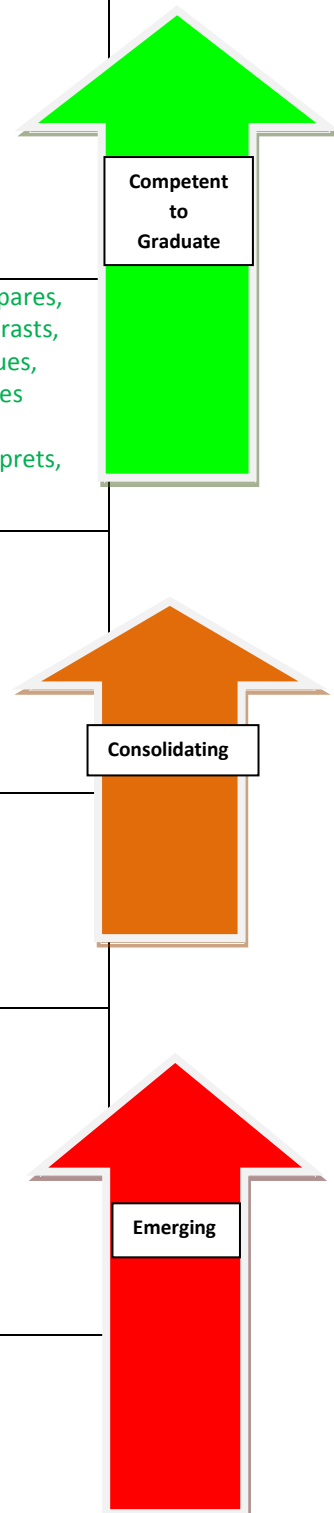
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